

## West Ashley Middle

1776 William Kennerty Drive  
Charleston, SC 29407

**Grades** 7-8 Middle School

**Enrollment** 756 Students

**Principal** Jennifer R. Coker 843-852-6500

**Superintendent** Dr. Maria L. Goodloe-Johnson 843-937-6319

**Board Chair** Ms. Nancy Cook 873-760-2635

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	33	6

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## NO

This school met 10 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Below Average	Unsatisfactory	No
<b>2005</b>	Below Average	Below Average	No
<b>2006</b>	Below Average	Unsatisfactory	No

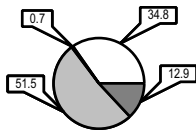
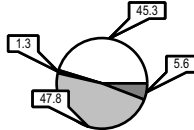
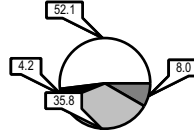
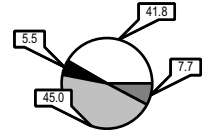
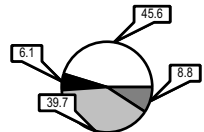
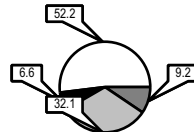
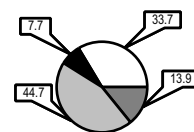
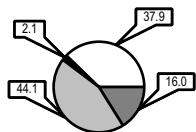
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:

	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
<b>Algebra 1/Math for the Technologies 2</b>	89.1	95.8
<b>English 1</b>	20.8	91.2
<b>Biology 1/Applied Biology 2</b>	N/A	55.9
<b>Physical Science</b>	N/A	29.8
<b>All Subjects</b>	75.0	92.9

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	735	94.1	33.7	52.1	13.4	0.8	23.3	No	Yes
<b>Gender</b>									
Male	379	91.3	41.6	49.5	8.3	0.6	16.2	N/A	N/A
Female	356	97.2	25.9	54.7	18.4	0.9	30.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	170	96.5	17.7	51.7	28.6	2.0	41.5	Yes	Yes
African American	538	93.5	39.7	51.7	8.2	0.4	17.0	No	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	88.2	21.4	64.3	14.3	0.0	28.6	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	616	99.7	30.1	54.5	14.5	0.9	25.3	N/A	N/A
Disabled	119	65.5	62.9	32.9	4.3	0.0	7.1	No	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	735	94.1	33.7	52.1	13.4	0.8	23.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	17	100.0	21.4	42.9	35.7	0.0	42.9	I/S	I/S
Non-Limited English Proficient	718	94.0	34.0	52.3	12.9	0.8	22.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	481	93.3	42.1	51.6	6.3	0.0	15.0	No	Yes
Full-pay meals	254	95.7	18.0	53.2	26.6	2.3	38.7	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	735	93.9	43.4	49.3	5.8	1.4	14.7	No	Yes
<b>Gender</b>									
Male	379	91.0	46.5	44.6	7.0	1.9	16.2	N/A	N/A
Female	356	96.9	40.4	53.9	4.7	0.9	13.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	170	96.5	18.4	66.0	11.6	4.1	28.6	No	Yes
African American	538	93.3	51.8	44.3	3.7	0.2	9.7	No	Yes
Asian/Pacific Islander	8	87.5	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	88.2	35.7	57.1	7.1	0.0	14.3	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	616	99.5	41.0	50.9	6.6	1.6	16.3	N/A	N/A
Disabled	119	64.7	63.8	36.2	0.0	0.0	1.4	Yes	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	735	93.9	43.4	49.3	5.8	1.4	14.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	17	100.0	14.3	57.1	14.3	14.3	28.6	I/S	I/S
Non-Limited English Proficient	718	93.7	44.1	49.1	5.7	1.1	14.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	481	93.1	50.2	45.9	3.4	0.5	9.2	No	Yes
Full-pay meals	254	95.3	30.8	55.7	10.4	3.2	24.9	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	735	96.1	51.8	36.0	8.1	4.2	12.2
<b>Gender</b>							
Male	379	94.2	51.5	35.7	7.6	5.3	12.9
Female	356	98.0	52.1	36.3	8.5	3.0	11.6
<b>Racial/Ethnic Group</b>							
White	170	98.8	24.2	43.6	18.1	14.1	32.2
African American	538	95.5	60.9	33.9	4.2	1.0	5.2
Asian/Pacific Islander	8	87.5	I/S	I/S	I/S	I/S	I/S
Hispanic	17	88.2	50.0	31.3	18.8	0.0	18.8
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	616	99.5	45.6	40.4	9.0	5.0	14.0
Disabled	119	78.2	84.9	12.3	2.8	0.0	2.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	735	96.1	51.8	36.0	8.1	4.2	12.2
<b>English Proficiency</b>							
Limited English Proficient	17	100.0	28.6	21.4	35.7	14.3	50.0
Non-Limited English Proficient	718	96.0	52.3	36.3	7.5	4.0	11.4
<b>Socio-Economic Status</b>							
Subsidized meals	481	95.4	62.1	31.1	4.5	2.3	6.8
Full-pay meals	254	97.2	31.9	45.4	14.8	7.9	22.7

<b>Social Studies</b>							
All Students	735	95.4	41.5	45.2	7.8	5.5	13.3
<b>Gender</b>							
Male	379	93.4	43.6	43.0	6.4	7.0	13.5
Female	356	97.5	39.3	47.6	9.1	4.0	13.1
<b>Racial/Ethnic Group</b>							
White	170	98.8	22.8	46.3	16.8	14.1	30.9
African American	538	94.6	48.0	44.6	4.8	2.6	7.5
Asian/Pacific Islander	8	87.5	I/S	I/S	I/S	I/S	I/S
Hispanic	17	88.2	31.3	62.5	6.3	0.0	6.3
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	616	99.5	37.9	47.2	8.5	6.4	14.9
Disabled	119	73.9	60.4	34.9	3.8	0.9	4.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	735	95.4	41.5	45.2	7.8	5.5	13.3
<b>English Proficiency</b>							
Limited English Proficient	17	100.0	14.3	50.0	21.4	14.3	35.7
Non-Limited English Proficient	718	95.3	42.1	45.1	7.5	5.3	12.8
<b>Socio-Economic Status</b>							
Subsidized meals	481	94.6	49.0	42.6	4.8	3.6	8.4
Full-pay meals	254	96.9	27.1	50.2	13.5	9.2	22.7

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	409	99.8	31.0	54.3	14.4	0.3	14.7
	8	393	100.0	30.0	49.3	16.5	4.2	20.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	352	94.9	38.5	49.8	11.4	0.3	11.7
	8	383	93.5	29.5	54.2	15.2	1.2	16.4
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	409	100.0	39.9	47.6	10.1	2.4	12.5
	8	393	100.0	52.9	40.9	4.8	1.4	6.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	352	94.6	35.6	54.4	8.4	1.7	10.1
	8	383	93.2	50.4	44.8	3.6	1.2	4.8
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	409	100.0	53.3	35.1	8.4	3.3	11.7
	8	393	100.0	46.2	39.5	9.5	4.8	14.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	352	96.9	56.3	31.8	9.6	2.3	11.9
	8	383	95.3	47.9	39.6	6.7	5.8	12.5
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	409	100.0	47.8	41.3	7.9	3.0	10.9
	8	393	100.0	43.1	46.2	7.6	3.1	10.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	352	96.6	49.2	39.5	6.1	5.1	11.3
	8	383	94.3	34.8	50.1	9.2	5.8	15.0

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 756)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	28.3%	Up from 15.4%	14.1%	16.7%
Retention rate	4.3%	Up from 3.9%	2.9%	2.5%
Attendance rate	94.0%	Up from 93.8%	95.7%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.6%	Down from 7.8%	1.4%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	5.7%	Down from 7.2%	1.4%	1.0%
Eligible for gifted and talented	1.2%	Down from 9.3%	12.2%	15.6%
On academic plans	58.9%	N/AV	53.5%	39.9%
On academic probation	38.0%	N/AV	0.7%	0.7%
With disabilities other than speech	15.3%	Down from 18.2%	12.8%	12.4%
Older than usual for grade	6.6%	Down from 7.8%	6.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	10.6%	Up from 7.0%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 57)</b>				
Teachers with advanced degrees	50.9%	Down from 57.7%	48.5%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	15.8%	N/A	9.4%	9.1%
Teachers with emergency or provisional certificates	15.0%	Down from 19.5%	7.0%	5.6%
Teachers returning from previous year	64.6%	N/A	82.3%	84.6%
Teacher attendance rate	96.1%	Up from 95.0%	94.9%	94.8%
Average teacher salary	\$39,085	Down 0.4%	\$41,009	\$42,267
Prof. development days/teacher	8.8 days	Down from 16.6 days	11.6 days	11.9 days
<b>School</b>				
Principal's years at school	0.5	Down from 1.0	2.0	3.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 23.5 to 1	20.3 to 1	21.1 to 1
Prime instructional time	89.6%	Up from 88.3%	88.8%	89.0%
Dollars spent per pupil*	\$5,165	Up 8.0%	\$6,076	\$6,243
Percent of expenditures for teacher salaries*	54.9%	Down from 67.1%	60.7%	59.8%
Percent of expenditures for instruction*	68.8%		64.0%	65.2%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	98.5%	Down from 98.9%	97.0%	97.4%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	No change	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\* or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The School Improvement Council (SIC) of West Ashley Middle School (WAMS) is happy to share the 2005-2006 School Report Card with members of our community. The purposes of the School Report Card are to inform parents and the public about our school performance, to monitor accountability within our school, and to engage the entire community in the school improvement process.

Plans for the 2006-2007 school year are currently underway, and we are excited about implementing new ideas. Currently we serve seventh and eighth grade students; however, in the fall we will reconfigure into a sixth, seventh, and eighth grade facility. We have a number of program initiatives in place that will focus on increasing our student achievement. One program that will be implemented is Curriculum Assistance Time, which will serve to assist students with the completion of major projects and assessments to ensure that they are successful in all academic areas. We will also offer computer-assisted instruction to students who are performing below grade level on performance appraisals. Another initiative is to increase technology usage by classroom teachers and students for instructional purposes.

Our main goal is to motivate all students to perform at the proficient and advanced levels on the Palmetto Achievement Challenge Test (PACT). We will also focus on providing more rigorous instruction to all of our students with emphasis placed on our Gifted and Talented students as well as including all students with special needs in the general curriculum to the extent possible. Within this goal we plan to regularly celebrate the successes of our students through awards ceremonies and incentives.

Increasing student attendance is our secondary goal. As a school we will motivate and encourage students to attend school daily. We will also educate our families on the attendance laws and requirements in South Carolina.

Our final goal is to increase parent and community support for West Ashley Middle School. We began working towards this goal during the 2005-2006 school year through our Community of Readers Day, Internet Safety classes for parents, and twenty-five new business partnerships. We also look forward to developing a parent volunteer program, building a strong PTA, and inviting parents and community members to visit and volunteer at WAMS.

Jennifer R. Coker, Principal  
Rosiland Riley, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	44	302	70
<b>Percent satisfied with learning environment</b>	38.6%	53.5%	63.2%
<b>Percent satisfied with social and physical environment</b>	47.7%	53.2%	53.8%
<b>Percent satisfied with school-home relations</b>	27.9%	70.9%	55.9%

\*Only students at the highest middle school grade level at this school and their parents were included.